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Helena, MT



Indian Education
Montana Office of Public Instruction
Elsie Arntzen, Superintendent

**11th Annual
Indian Education for All Conference**

February 19-21, 2017

Helena, MT

Table of Contents

Map of Radisson Colonial Conference Facility.....	1
Agenda at a Glance MONDAY.....	2
Agenda at a Glance TUESDAY.....	3
Keynote Speaker Biography.....	4
Session Summaries.....	5
Strand Summaries.....	25
MCA 20-1-501.....	42

In the folders provided at registration you will find conference evaluation forms, personal reflection guides and credit renewal forms. Thank you for completing the conference evaluation forms, as well as the personal reflection forms. This information helps us greatly as we shape future conferences.

Welcome and we hope you are inspired and rejuvenated through this year's conference! Please let us know if you have any questions while you're here.

OPI Indian Education Division Staff: Mandy Smoker-Broaddus, Joan Franke, Mike Jetty, Jennifer Stadum, Sarah Pierce, Donnie Wetzels, Natalee Hawks, and Stephen Morsette.

MAP

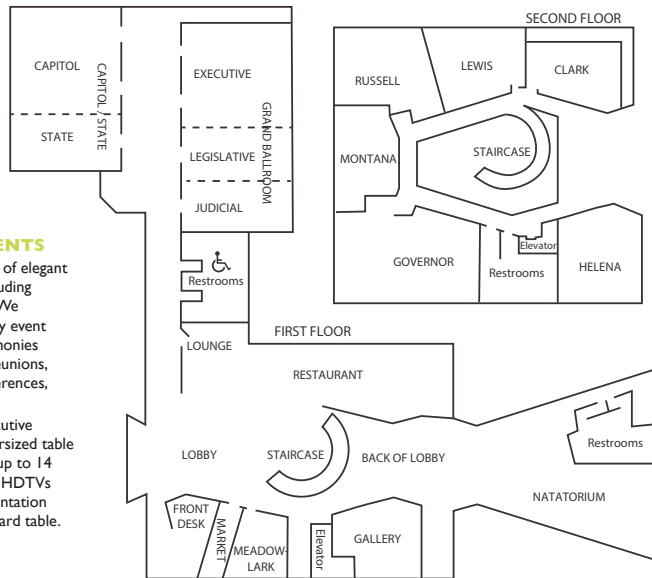


Radisson Colonial Hotel - Helena
2301 Colonial Dr | Helena, MT 59601
406-443-2100

MEETINGS & EVENTS

Enjoy over 17,000 sq./ft. of elegant flexible event space including a 4,600 sq./ft. ballroom. We have space for nearly any event including wedding ceremonies and receptions, family reunions, business meetings, conferences, and more!

Russell Room is an Executive Boardroom with an oversized table that can accommodate up to 14 guests. There are 4 60" HDTVs that can present a presentation from a laptop on the board table.



GENERAL CONFERENCE AGENDA AT A GLANCE

**If you are signed up for the Montana Historical Society's events on Monday, February 20, your personalized schedule will indicate this (on the back of your nametag).*

MONDAY, February 20, 2017							
8:00 a.m. - 6:00 p.m. (evening Cultural Continuum: Native Games 4:15 p.m. - 6:00 p.m. Smith Elementary – All are welcome!)							
OPENING AND WELCOME – BALLROOM							
8:00-9:00 Registration and continental breakfast							
9:00-9:25 Drum and Opening Remarks							
9:25-9:45 Teresa Velkamp Advocacy Award for Excellence in Indian Education for All Presentation							
9:45-10:10 Opening Address							
10:10-10:25 BREAK							
10:30-11:45 SESSION ONE							
SESSION AND TIME	CAPITOL (1 st floor)	STATE (1 st floor)	CLARK (2 nd floor)	LEWIS (2 nd floor)	GOVERNOR (2 nd floor)	HELENA (2 nd floor)	GALLERY (1 st floor)
ONE 10:30-11:45	J. Hinchman – Thanksgiving, Deconstructing the Myth	B. Taylor – Culturally Responsive Teaching/Math	S. Boyer – EUs in Action	T. Osentowski – Trial of Columbus and Crew	C. Galbavy – Metal Art Sculpting	M. Small – Medicinal Plants	A. Geary – Choosing Literature for IEFA
11:45-1:00 NETWORKING LUNCHEON (BUFFET) – BALLROOM							
1:10 – 2:25 SESSION TWO							
SESSION AND TIME	CAPITOL (1 st floor)	STATE (1 st floor)	CLARK (2 nd floor)	LEWIS (2 nd floor)	GOVERNOR (2 nd floor)	HELENA (2 nd floor)	GALLERY (1 st floor)
TWO 1:10-2:25	Franciosi and Sorte – MT Reservation Road Trip	J. Sherman – Wisdom for All: Oral History Now	Fasy and Fischer – Game of Life and the Buffalo	L. Frank – Boarding Schools (Loss of Home)	M. Murray – Ledger Art	C. Sevier – IEFA Outdoors	Watson and Barcus – Blood on Bear River
2:35-3:50 SESSION THREE							
SESSION AND TIME	CAPITOL (1 st floor)	STATE (1 st floor)	CLARK (2 nd floor)	LEWIS (2 nd floor)	GOVERNOR (2 nd floor)	HELENA (2 nd floor)	GALLERY (1 st floor)
THREE 2:35-3:50	Hibbs-Chef and Mallon – Montana Histories, Art and Writing	J. Jeffers – Culturally Responsive Teaching in Social Studies	C. Stanton – Culturally Revitalizing Storywork	Hoyt and Ferris – Cultural Understanding, IEFA and Maps	Mills and Mills – Creature Creations and Ledger Art Journaling	P. Bartlett – Native Ways of Knowing/Physical Science	D. Miller – Building Bridges w/Cultural Identity Literature
4:15 – 6:00 CULTURAL CONTINUUM – Native Games at Smith Elementary Let's PLAY!							

AGENDA AT A GLANCE							
TUESDAY, February 21, 2017							
7:30 a.m. - 3:00 p.m.							
7:30 - 8:30 BREAKFAST BUFFET – BALLROOM							
8:30 - 9:45 SESSION FOUR							
SESSION AND TIME	CAPITOL (1 st floor)	STATE (1 st floor)	CLARK (2 nd floor)	LEWIS (2 nd floor)	GOVERNOR (2 nd floor)	HELENA (2 nd floor)	GALLERY (1 st floor)
FOUR 8:30-9:45	G. McCarthy – DAPL: Historical Context of Activism	W. TopSky – Chippewa-Cree Cultural Competency for Educators	B. Dues – Technology and Native Literature in Social Studies	R. Ferris – Then and Now: An Experiential Approach to Education	Poe-Kiser and Neibauer – An American Indian in Disneyland	C. Pardini – Place-based Education on the Flathead Indian Reservation	International Games Society – Social Development and Healing through Play
10:00-11:15 SESSION FIVE							
SESSION AND TIME	CAPITOL (1 st floor)	STATE (1 st floor)	CLARK (2 nd floor)	LEWIS (2 nd floor)	GOVERNOR (2 nd floor)	HELENA (2 nd floor)	GALLERY (1 st floor)
FIVE 10:00-11:15	M. Horner – DAPL: Reading the Word and the World in ELA	K. Spurzem – Strengthening Cross-Cultural Communication	Smith, Doyle, and Honey – Honoring Tribal Legacies	Johnston and Grandstaff – Holocaust Education and IEFA	K. Quigley – Pictographs to Poetry	A. Williams – Gardening Experience – Using Native Crops	Lankford and Murray – The EUs for Elementary Levels
11:15-11:45 CHECK OUT OF HOTEL/PACK UP CARS BREAK							
11:45 - 1:15 LUNCH AND KEYNOTE ADDRESS – Ballroom							
Served Luncheon and Keynote Speaker: LeAnn Montes, Chippewa-Cree, Rocky Boy							
1:25-2:40 SESSION SIX							
SESSION AND TIME	CAPITOL (1 st floor)	STATE (1 st floor)	CLARK (2 nd floor)	LEWIS (2 nd floor)	GOVERNOR (2 nd floor)	HELENA (2 nd floor)	GALLERY (1 st floor)
SIX 1:25-2:40	S. Macartney – DAPL: Considering Opposing Viewpoints	C. Duffy – What Matters? Culture and Engagement	C. Arnott – Native Americans and the Mascot Debate	D. Ruhman – Connecting K-12 and Tribal Colleges	Gladstone and Bartlett – Charles M. Russell (CMR-CST)	G. Malloure – Yellowstone as Classroom	J. Bryant – IEFA Online Course Development Opportunities
OPI Staff will sign CEU forms upon the completion of sessions attended. Please complete and turn in the feedback form. We always want to improve.							

Keynote Speaker: LeAnn Montes Biographical Sketch and Keynote Presentation Description

LeAnn Montes, Esq., is an enrolled member of the Chippewa Cree Tribe and direct descendant of the Fort Belknap Indian Reservation. She obtained a Bachelor of Science in Business Administration (emphasizing in Management and Marketing) from the University of Montana. She earned a J.D. from the University of New Mexico School of Law and successfully completed the Indian Law Certificate Program. She worked several years for the Rocky Boy High School and Stone Child Community College. She has over 10 years of legal experience working in Indian Country specializing in Federal Indian Law. She actively provides counsel to the Chippewa Cree Tribe on a variety of matters, including protecting the Tribe's sovereignty from encroachment, providing legal advice to the Chippewa Cree Tribal Council and tribal departments. She represents the Chippewa Cree Tribe and its representatives in judicial, legislative, executive and administrative proceedings. She assists in the implementation of the Tribal Law and Order Act, the Violence Against Women Act, the Sex Offender Registration Notification Act and the Indian Child Welfare Act. She is an active member of the Montana State Bar, New Mexico State Bar, Montana State Bar's Indian Law Section, Association of Certified Fraud Examiners, and serves on the Commission on Sentencing for the State of Montana. She was recently inducted into the Montana Indian Athletic Hall of Fame.

The Education System's Impact on Native Students and their Communities

"For change to happen in any community, the initiative must come from the individual." *Dalai Lama*

"One child, one teacher, one pen and one book can change the world." *Malala Yousafzai*

The impact educators have on students is far reaching, sometimes reaching beyond what we can imagine. As we effectively reach students, we also indirectly reach their families, their communities, their countries, and ultimately, the world. What effects one impacts the other. We are all connected. Many native students come from native communities,

where the connections and ties are strong. Families are large and the idea that what affects one impacts the other is not only seen but felt, deeply within native communities. And although we are connected, we are also individuals with individual needs. As educators, we are given the unique task of balancing both the needs and requirements of the education system, while also fostering and providing learning opportunities for individual growth. This balance requires understanding, patience, compassion, and the ability to create space for creative and compassionate forms of teaching.

My journey through the education system has impacted my life, and has taught me invaluable lessons. Not only did I not fit into a one size fits all mold, that the education system expected me to, but I learned to embrace and accept my individuality through the acceptance of teachers, who just like you, looked for ways to reach students who may not always be recognized within the system. Yes, the balance that educators like yourself, must maintain, is unprecedented, and for that you are cherished.

Best Practices 2017 Break Out Session Summaries

Break Out Sessions listed below by time of session, following is a listing by strands. All strand sessions will be held sequentially in the same rooms.

Monday, Session One, 10:30 a.m. - 11:45 a.m.

CAPITOL ROOM

Jolena Hinchman, IEFA Instructional Coach, Great Falls Public Schools

Thanksgiving, Deconstructing the Myth

Although Thanksgiving is a holiday widely celebrated by citizens of the United States, including new immigrants, it is a national holiday that has been shrouded in myth. This workshop is designed to examine the history of Thanksgiving in a way that recognizes the social struggle of a group who immigrated in search of a better life while acknowledging the cost to the Indigenous people they displaced. Participants will leave this training well informed with thoughtful strategies and multiple resources that moves our national holiday beyond misinformation.

STATE ROOM

Brooke Taylor, Math Teacher Grades 9-12, Billings Senior High School,
Billings Public Schools

Culturally Responsive Teaching in Math?

Mathematics can be a difficult subject for teachers to include IEFA. This session would be a place for teachers to reflect on their teaching practices, what students bring into the classroom, and how to connect these to mathematical content areas and the 8 Mathematical Practices. Participants will interact with a jigsaw and have discussion about mathematical tasks and how to incorporate such tasks (and even write their own tasks!) into their mathematics lessons.

CLARK ROOM

Shannon Boyer, 2nd Grade Teacher, West Elementary, Great Falls Public Schools

Essential Understandings in Action

Can a second grader really learn about federal Indian policy? Yes! Can students really begin to notice and deconstruct American Indian imagery and its impact on society? Yes! In this workshop, we dig deeper into the seven Essential Understandings Regarding Montana Indians and examine the guiding framework for IEFA implementation in the classroom. Participants will see how teachers are able to authentically infuse Native American history, culture, and contemporary issues into their curriculum.

LEWIS ROOM

Tammy Osentowski, 6th Grade Teacher, Great Falls Public Schools

The Trial of Christopher Columbus and His Crew

When asked what students know about Christopher Columbus, every year I am told he discovered America in 1492. I decided it was time students learned the TRUE story of Columbus. On Columbus Day the classroom in turned into a court of law. As students enter the room, I tell them, "Order in the court." Throughout the lesson we role play Columbus, the King and Queen of Spain, the Tainos Indians, and jurors. Students learn the true story about that historic date of 1492 and the atrocities Columbus committed including murder, genocide, and theft.

GOVERNOR ROOM

Cindy Galbavy, Welding Teacher Grades 9-12, Helena High School

Metal Art Sculpting

This session will show ways to incorporate IEFA into welding and CTE. We will show you sculptures in our state that were created by Montana Native American artists. There will also be presented ideas of how to have students look at their heritage to help influence their art in CTE.

HELENA ROOM

Melody Small, Science Teacher Grades 10-12, Browning High School

Medicinal Plants

Create a tea garden to germinate indigenous plants that are used by elders to make teas. This would provide a central location to provide elders ingredients that were used to make medicines, remedies, and for ceremonial use. Many of the elders are not able to gather these things due to age, health, or because the locations of these plants are not within range. This would help promote a sense of community relationship between students and the elders within the Blackfeet Nation. Over time as we gather enough seedlings, students would be able to transfer the seedlings to elders so they might have a garden of their own.

GALLERY ROOM

Anna Geary, Librarian Grades K-6, Valley View School, Great Falls Public Schools

Choosing Literature for Classrooms and IEFA

Assessing Literature through an IEFA Lens. Participants will examine how literature influences perception of Native American lives; past, present, and future. Participants will survey examples of literature for bias and stereotype using a quick ten-step checklist. We will delve into Essential Understandings 3 and 6: oral and written histories, traditional beliefs and spirituality in modern day life, and oral storytelling. Participants will leave with resources and practical ideas for integrating IEFA into everyday classroom lessons.

Monday, Session Two, 1:10 p.m. – 2:25 p.m.

CAPITOL ROOM

Debra Franciosi, Director and Master Trainer, Empower Lifelong Learning, Project CRISS

IEFA & Project CRISS Montana Reservation Road Trip

In 2015-16, an IEFA grant and partnership between the WM-PLC, the NW Montana Educational Cooperative, and Project CRISS, provided educators with a year-long exploration of the tribes and seven reservations of Montana through the lens of IEFA and the instructional best practices of Project CRISS. In this session, presenters will share what we learned about Montana IEFA and teaching and learning through Native voices and culture brought to us in literature, art, guest speakers, and a variety of activities centered on the IEFA Essential Understandings. Participants will experience a mini-lesson and leave with ideas and resources.

STATE ROOM

Jessie Sherman, Teacher, Bozeman School District and American Indian Institute

Arleen Adams, Nkwusm Salish Language Institute, Traditional Circle of Indian Elders and Youth

Wisdom for All: What Oral History Teaches Now

The American Indian Institute is collaborating with Native and non-Native elders and educators to create lesson plans to share traditional wisdoms through oral history. These lessons, meeting standards from math to language, aim to enable students to connect with these wisdoms personally and apply them to today for the betterment of our shared future. We will share our aims and philosophical approach to the lessons including a discussion of the value and challenges of having guest speakers share oral history in person. Our presentation will support teachers' application of IEFA to contemporary contexts, and their efforts to foster cross-cultural dialogue.

CLARK ROOM

Brittany Terese Fasy, Assistant Professor, Montana State University, GSoC
Roger Fischer, Faculty, Montana State University

Roger Fischer Conway's Game of Life and the Buffalo Population

Technology and computer science are becoming more and more an integral part of society. Research has shown that an early introduction to the necessary skills (computational thinking, mathematics, programming) has a huge impact on whether or not students have an interest in studying computer science. In this presentation, we introduce a new lesson plan that fits into the IEFA objectives for Grade 6. In this lesson plan, students will learn about Conway's game of life and how it relates to the bison population in Montana. The students will learn about history, probability, and computer programming.

LEWIS ROOM

Lisa Frank, Spanish Teacher Grades 7-8, Great Falls Public Schools

U.S. Migration - Experiencing the loss of home

Be immersed in a language that's not your own and see a life much different than yours. Teachers will recognize similarities between our past and present surrounding the loss of identity and home – whether it is an American Indian or a migrant worker. "In some countries, children pick crops for 14 hours a day. The United States is one of those countries."- The Harvest/La Cosecha Romano's documentary The Harvest examines US children torn from their homes. A comparison is in the book, Shi-Shi-etko, a child leaves her family to harvest a new beginning in a residential school.

GOVERNOR ROOM

Miranda Murray, Art Teacher Grades K-6, Great Falls Public Schools

Ledger Art in Your Classroom

Join us to learn about the history of Native American Ledger Art, its modern uses, contemporary artists, and leave with the resources to incorporate Ledger art into your own classroom. Investigate and complete a mini artwork and exchange ideas with fellow educators on the uses and connections you can make with your students. Leave with the resources and examples to seamlessly provide cross-curricular activity through

incorporating Art, History, ELA, IEFA, and more. This presentation will address all seven Essential Understandings Regarding Montana Indians.

HELENA ROOM

Carolyn Sevier, Director, Montana Audubon Center

From Content to Context: IEFA Outdoors

The Montana Audubon Center in Billings works with 50 classrooms in 20 local schools in a year-long field-based program. The program has three goals: 1) connect students with the benefits of outdoor-oriented education; 2) significantly integrate Indian education in both content and context; and 3) support teachers and students through alignment with academic standards and industry best-practices. With 19 hours of contact time per student, the program uses a model of place-based education that recognizes place as including natural landscape and human culture, learning about both in the place that students call home.

GALLERY ROOM

M. Lacy Watson, English Teacher Grades 10 and 12, Billings Senior High School, Billings Public Schools

Don Barcus, Home/School Coordinator, Billings Public Schools

Blood on Bear River, Learning without Walls

This presentation provides a roadmap for teachers who wish to implement place-based learning and writing in the historical context of the Bear River Massacre. It will be essential for those who teach or wish to teach Fools Crow or other historical texts based in Montana.

Monday, Session Three, 2:35 p.m. – 3:50 p.m.

CAPITOL ROOM

Claire Hibbs-Cheff, English Teacher Grades 11 and 12, Ronan High School
Michelle Mallon, AP and Advanced Art Teacher Grades 9-12, Ronan High School

Indigenous Montana Histories, Art and Writing

This session will model a place-based approach to researching Indigenous Montana histories. This place-based learning project is intended to help Montana high school English and Art teachers meaningfully integrate IEFA and the rich natural world that surrounds them in a cross-curricular unit based on the history and traditional uses of Glacier National Park from the Kootenai, Blackfeet, and Salish perspectives. The unit integrates history, creative writing, and art. Teachers will actively take part in a hands-on workshop to learn the method and resources necessary for creating a meaningful place-based unit for high school.

STATE ROOM

Jacie Jeffers, Social Studies Teacher Grades 10 and 12, Billings Public Schools

Culturally Responsive Teaching in Social Studies

Session covers topics applicable to English Language Arts and Social Studies. Participants are invited to explore the origins of their own names and names of the places of Montana. Participants explore the historical significance of names in places in Montana and the forced assimilation of names of tribes and tribal members. Participants are engaged in meaningful writing, reading, and discussion with concerns to the tribes of Montana.

CLARK ROOM

Christine Stanton, Assistant Professor of Social Studies Education, Montana State University

Culturally Revitalizing Storywork

The Digital Storywork project partners Montana State University students and faculty with Indigenous community members, tribal college students

and faculty, grades 6-12 faculty and staff, and Indigenous youth to create culturally revitalizing audiovisual stories. Through collaborative documentary filmmaking, teams learn about cultural protocol, tribal and individual histories, and the oral tradition. In particular, the project engages Indigenous community members as decision-makers throughout the social science inquiry and historical research processes. Resulting films provide Indigenous narratives often excluded from typical curricular resources. Furthermore, by emphasizing collaboration and community guidance, the Storywork process validates Indigenous ways of knowing within educational contexts.

LEWIS ROOM

Kathi Hoyt, Librarian Castle Rock Middle School Grades 6-8, Billings Public Schools

Ruth Ferris, Librarian Washington Elementary Grades K-5, Billings Public Schools

Cultural Understanding, IEFA and Map Activities

Learn to seamlessly implement IEFA into the classroom with two powerful strategies using maps. The focus will be on creating “hands on” learning of the geographical changes to Montana reservations and how that impacts Montana Native populations. Activity one packs a powerful punch as participants experience the visual changes to the reservations. They will see the changes from the perspective of the past as well as the present. The second activity examines culture, perspective, and voice through the use of maps and poetry. Both activities will help students understand how the past shapes the future.

GOVERNOR ROOM

Luke Mills, English Teacher Grades 7-8, Polson Middle School

Patti Mills, 5th Grade Teacher, Polson Middle School

Creature Creations and Ledger Art Journaling

After listening to or reading Native American stories from tribes throughout Montana and North America, students choose a creature to research and share. Using geography, story origins, multiple research methods, writing, and art, students create creature stories that are

compiled into a book that is shared and added to over each semester. These stories become a resource for future research. In the ledger art style of Thomas Blue Eagle, students document important events in their lives, through journaling and pictographic representations, similar to the historical documentations of events in tribal histories.

HELENA ROOM

Patti Bartlett, Math and Science Teacher Grades 7-8, Seeley Lake Elementary School

Native Ways of Knowing and Physical Science

Put a little steam into your physical science classes! We will look at indigenous tools and their application to physical science along with incorporating art into your science classroom.

GALLERY ROOM

Donna L. Miller, Director, Teacher Training, Aaniiih Nakoda College

Building Bridges with Cultural Identity Literature

Educators facilitate achievement when they link home to school and infuse the curriculum with rich connections to students' cultural and linguistic backgrounds. When students see themselves represented in stories, they realize that they matter, that their experiences count. Story is a means of connection, of creating opportunities for voice, of preserving history and memory, and of engendering cultural pride. Cultural Identity Literature (CIL) is one vehicle not only for welcoming story but for building bridges. After examining the nine determinants of culture and hearing a rationale for using CIL, workshop participants will engage in a series of literary response activities.

Tuesday, Session Four, 8:30 a.m. – 9:45 a.m.

CAPITOL ROOM

Glenda McCarthy, IEFA Instructional Coach Grades 9-12, Billings Public Schools

DAPL: Historical Context of Activism

Participants will explore and respond to primary and secondary sources relating to American Indian activism, such as the Occupation of Alcatraz by Indians of All Tribes (1969-1971), AIM's Occupation of Wounded Knee (1973), and Idle No More (2012). In a workshop setting, we will share strategies for facilitating students' understanding of issues and activism often omitted from textbooks, or glossed over. This session provides some historical context for events in North Dakota between Standing Rock Lakota and other tribes against the Dakota Access Pipeline. People wishing to further explore these current events may choose to attend subsequent DAPL sessions.

STATE ROOM

Whitney TopSky, Indian Education Specialist, Havre Public Schools

Chippewa-Cree Cultural Competency for Educators

A basic guide for educators to become culturally-responsive to student learning in the classroom. The focus will be on building a cultural competency among educators through an awareness of Chippewa-Cree identity. Educators will be given strategies on how to become more responsive to student and family needs. They will also develop an awareness of Chippewa-Cree culture and understand the impact culture has on the present day classroom. Educators will recognize and identify the importance of incorporating traditional Native American lessons.

CLARK ROOM

Brian Dues, Reading Specialist Grades 6-8, North Middle School, Great Falls Public Schools

Technology and Native Literature in Social Studies

The presentation highlights the use of multiple content areas to teach

a specific concept. The lesson uses Native American literature and technology to teach the geographic concept of the Five Themes of Geography. This is a concept that can be taught without the infusion of the IEFA Essential Understandings, but is enhanced by the addition of the cultural element. Teachers will learn how to incorporate technology and IEFA literature in order to analyze a specific geographic theme.

LEWIS ROOM

Ruth Ferris, Librarian Washington Elementary Grades K-5, Billings Public Schools

Then and Now: An Experiential Approach to Education

What does IEFA look like outside the classroom walls? How does the past influence contemporary Native culture? Come learn how we used an experiential approach to broaden educators' views of what IEFA looks like beyond the classroom. This year educators attended the Indian Relay Races, Chief Plenty Coup State Park, and Little Big Horn College Library and Archives. There are two more workshops in the series: Postcards from the Past and MSU-Billings Pow Wow. These Saturday workshops were combined with three evening sessions that focused on Best Practices curriculum available through Montana's OPI Indian Education Division.

GOVERNOR ROOM

Lucas Poe-Kiser, Instrumental Teacher Grades 5-6, Great Falls Public Schools

Holly Neibauer, Music Teacher Grades 5-6, Great Falls Public Schools

An American Indian in Disneyland

Disney is the world's second largest media company profiting from stories aimed primarily at children. With its mainstream presence, it is important to ask: is Disney breaking the mold of the stereotypical "Indian" for today's audience? Teachers will examine how the image of the American Indian developed over time (from the 1930s to present day) and how those ideals are reflected through Disney's music and animation. In addition, teachers will gain IEFA infusion ideas incorporating the content of the presentation into appropriate grade levels.

HELENA ROOM

Carolyn Pardini, 4th Grade Teacher, Pablo School

Place-based Education on the Flathead Indian Reservation

Join your friends and work to integrate art, natural history, and language while you explore the apps created by the CSKT and develop a creature native to the beautiful Mission Valley.

GALLERY ROOM

DeeAnna Brady-Leader, Director and Educator, International Traditional Games Society

Mary Ellen Little Mustache, Blackfeet Language Instructor, International Traditional Games Society

Jeremy Red Eagle, Educator and Trainer, International Traditional Games Society

Social Development and Healing through Play

Modern educational institutions, western thought, and education practices have changed thousands of years of traditional educational practices by tribal people around the globe to the detriment of family, band, and clan survival upon the lands known best by their cultural knowledge and traditions. In the last ten years, the studies of how the human brain learns have shaken modern education practices and given weight and validity to the ancient educational practices. Indigenous communities found happiness in play, dance, song, laughter, creativity, and nature. They created better people who were and still are problem solvers who can anticipate and respond to others in positive ways, working together collectively. Participants in this session will play four traditional games that relate to social, physical, emotional, mental, spiritual health and wellbeing, and hear how the new science of epigenetics may help heal historic trauma.

Tuesday, Session Five, 10:00 a.m. – 11:15 a.m.

CAPITOL ROOM

Melissa Horner, English Teacher Grades 9-12, Park City High School

DAPL: Reading the Word and the World in ELA

Using the Standing Rock Lakota's Dakota Access Pipeline nonviolent direct action as an example, this session explores how teachers can integrate current Native American movements into English Language Arts curricula to critique its Euro-centrism and primarily historical representations of present-day indigenous peoples. This presentation includes a firsthand account of the events at Standing Rock, and participants will leave with concrete ways to utilize Native American texts to unpack issues of tribal sovereignty and cultural (mis)understandings/divisions in order to create more inclusive ELA curriculum. People wishing to further explore DAPL can attend the preceding and subsequent DAPL designated sessions.

STATE ROOM

Kim Spurzem, Director of Programs, EmpowerMT

Strengthening Cross-Cultural Communication

This interactive and experiential workshop will: provide participants with an opportunity to identify their own cultural lenses and deepen their understanding of the lenses of others; provide a theoretical framework to understand systematic oppression and identify each individual's role in both perpetuating and interrupting oppression; engage participants in a teach and learn, working in small groups to identify challenges and successes implementing IEFA; provide participants with an opportunity to examine a developmental model of identity development; increase self-awareness and foster understanding by exploring messages internalized around race and racism; and develop skills to shift prejudicial attitudes, stop inappropriate behavior, and transform oppressive systems.

CLARK ROOM

Tom Smith, Lewis and Clark National Historic Trail Education Specialist,
National Park Service

Shane Doyle, Educational Consultant, Native Nexus

Rose Honey, Educational Researcher, Evaluator, and Curriculum Designer,
University of Montana

Honoring Tribal Legacies: Native Perspectives

What roles did American Indian tribes play in the Lewis and Clark Expedition? What elements of Native American culture, language, and geography play a part in our lives today? How can you incorporate these concepts into your classroom? The Honoring Tribal Legacies (HTL) curricula guide teachers and students in exploring Native voices to help tell that story. You can teach it in your classroom today. Rooted in research-based teaching strategies, HTL is a series of curricula developed by the National Park Service, The University of Oregon, and curriculum designers from across Indian Country.

LEWIS ROOM

Brenda Johnston, English Teacher, Browning High School

JoAnne Grandstaff, Reading Specialist, Browning High School

Holocaust Education and Indian Education for All

Both Indian Education for All and Holocaust Education involve asking our students to consider what it means to be human. Our students make minute-by-minute choices about how they treat the people around them. Learning about instances of injustice in the past can help students recognize they can choose to act as a perpetrator, bystander, or upstander. Drawing from Native literature and literature of the Holocaust, students can apply the Circle of Responsibility and the Pyramid of Hate to consider choices made by people in the past, and they apply these strategies to guide their own words and actions for the future.

GOVERNOR ROOM

Kim Quigley, Professional Developer Grades K-12, CSI: Creative Solutions for Instruction

Pictographs to Poetry

Exciting lessons begin with observing pictographs and petroglyphs from an anthropologist point of view. Students then incorporate a modern day poem from Birthright: Born to Poetry to interpret and create a pictograph from the poem. Next, students write their own poetry using this poem as a mentor text to reveal their own life. Students create their own pictograph and decide an artistic medium to share their pictograph with others (i.e. dance, acting, visual arts, or all three).

HELENA ROOM

Amy Williams, Special Education Teacher Grades 5-8,
Polson Middle School

Interactive Gardening Experience-Using Native Crops

Foods Indigenous to North America - an interactive gardening experience for middle school students (and staff). For three years, we've been teaching middle school students to plant, grow, harvest, cook, and share foods that are not only healthy and delicious, but indigenous to North America. Historically these plants have been used or cultivated by Native American peoples, and due to trade, have influenced the world food supply. Teachers will learn about Polson's gardening journey, student and staff involvement - including an annual community feast, and gain some ideas into how they can improve their existing garden, or begin their own growing adventures.

GALLERY ROOM

Jordann Lankford, American Indian Academic Achievement Coach, Great Falls Public Schools

Miranda Murray, Art Teacher Grades K-6, Great Falls Public Schools

The Essential Understandings for Elementary Levels

Using the book, *Who Are Native Americans*, educators will receive assistance teaching all seven Essential Understandings at the elementary level. Lesson plans and discussion tips will also be provided to ensure meaningful IEFA for younger students.

Tuesday, Session Six, 1:25 p.m. – 2:40 p.m.

CAPITOL ROOM

Stephen Macartney, English Teacher Grades 9-12, Billings Public Schools

DAPL: Considering Opposing Viewpoints

In this lesson, I will introduce participants to ways they can incorporate IEFA texts and College Ready Writers Program strategies into their own classrooms. We will look at student samples of writing that were the end result of research, debate, and discussion around the Dakota Access Pipeline and protests at Standing Rock Reservation. If time allows, I will also show how an informal group debate can help students formulate arguments. People wishing to further explore DAPL can attend the two preceding DAPL designated sessions.

STATE ROOM

Cindy Duffy, English Teacher Grades 10 and 12, Great Falls Public Schools

What Matters? Culture and Engagement, together!

Goals: Establish RELATIONSHIPS between culture and engagement in learning to use culture and arts-based inquiry to expand active engagement for improving overall learning purpose and understanding. Investigate the presence and meaning of one's own culture and those around oneself in the classroom, school, community, nation, and global presence within technology, for creating transference from classroom to real world. Validate personal explorations for personal Self-Advocacy and conscious Citizenship beyond high school.

CLARK ROOM

Carla Arnott, Social Studies Teacher Grades 7-8, East Middle School, Great Falls

Native Americans and the Mascot Debate

Washington Redskins, Akron East Orientals, Cleveland Indians, Coachella Valley Arabs, Pekin Chinks, Freeburg Midgits, and Northern Colorado's intramural squad, the 'Fightin' Whites; mascots are a hot topic of debate in the United States today. Are these mascots honorable or harmful? Do such mascots perpetuate inaccurate depictions of Native Americans as well as

other ethnic groups? In this session, participants will engage in activities geared toward approaching this topic and gain classroom ideas and lesson resources that are inclusive and responsive to today's student.

LEWIS ROOM

Doug Ruhman, Teacher Education Program, Salish Kootenai College

Connecting K-12 and Tribal Colleges with IEFA

This presentation will showcase effective strategies for networking with tribal colleges, both for student learning and for teacher professional development. Participants will learn about multiple successful projects that have involved K-12 students, classroom teachers, administrators, tribal college students and their professors, and various tribal government departments in the implementation of IEFA in diverse school settings. Contact information, logistical tips and tools, and other materials will be provided.

GOVERNOR ROOM

Jack Gladstone Troubadour and Educator, Hawkstone Productions
Patti Bartlett, Math and Science Teacher Grades 7-8, Seeley Lake Elementary School

CMR-CSI

Charles Marion Russell - Cultural Scene Investigation is a writing program based on Charlie Russell's works. We will look at several of Charlie's paintings, his themes, and his incorporation of sign talk within those paintings.

HELENA ROOM

Greg Malloure, Yellowstone National Park Education Ranger, National Park Service

Yellowstone as Classroom

Yellowstone National Park is an excellent classroom for Indian education. Cultural history is more vibrant outdoors when rangers help classes explore how people have been drawn to Yellowstone for thousands of

years to connect with thermal areas, wildlife, and obsidian. Natural and cultural resources intertwine to tell us stories about our past, inform who we are today, and shape how we may interact with the land tomorrow. Students can visit a wickiup, tipi ring, or tipi pole cache and handle tools made in traditional ways from obsidian, bison, and bighorn sheep. Rangers share lesson plans and can visit Montana classrooms.

GALLERY ROOM

Jessica Bryant, Online Professional Learning Coordinator, Montana Office of Public Instruction

Indian Education for All Online (Teacher Hub) Course Development Opportunities

The Teacher Learning Hub's course offerings are expanding! Come learn how to become part of the team of available course designers and content experts to help create online courses for Montana teachers. These courses are an effective and efficient way to share knowledge and strategies with educators all across Montana. We hope to have new courses cover a variety of subject areas including ELA, IEFA, Math, Science, World Languages, technology, general school issues, mental health and more. The Hub is an online platform providing free, high quality professional development and training for all Montana K-12 educators.

Culture and Culturally Responsive Teaching Strand – STATE ROOM

Monday and Tuesday Sessions One – Six

Session One

Brooke Taylor, Math Teacher Grades 9-12, Billings Senior High School, Billings Public Schools

Culturally Responsive Teaching in Math?

Mathematics can be a difficult subject for teachers to include IEFA. This session would be a place for teachers to reflect on their teaching practices, what students bring into the classroom, and how to connect these to mathematical content areas and the 8 Mathematical Practices. Participants will interact with a jigsaw and have discussion about mathematical tasks

and how to incorporate such tasks (and even write their own tasks!) into their mathematics lessons.

Session Two

Jessie Sherman, Teacher, Bozeman School District and American Indian Institute

Arleen Adams, Nkwusm Salish Language Institute, Traditional Circle of Indian Elders and Youth

Wisdom for All: What Oral History Teaches Now

The American Indian Institute is collaborating with Native and non-Native elders and educators to create lesson plans to share traditional wisdoms through oral history. These lessons, meeting standards from math to language, aim to enable students to connect with these wisdoms personally and apply them to today for the betterment of our shared future. We will share our aims and philosophical approach to the lessons including a discussion of the value and challenges of having guest speakers share oral history in person. Our presentation will support teachers' application of IEFA to contemporary contexts, and their efforts to foster cross-cultural dialogue.

Session Three

Jacie Jeffers, Social Studies Teacher Grades 10 and 12, Billings Public Schools

Culturally Responsive Teaching in Social Studies

Session covers topics applicable to English Language Arts and Social Studies. Participants are invited to explore the origins of their own names and names of the places of Montana. Participants explore the historical significance of names in places in Montana and the forced assimilation of names of tribes and tribal members. Participants are engaged in meaningful writing, reading, and discussion with concerns to the tribes of Montana.

Session Four

Whitney TopSky, Indian Education Specialist, Havre Public Schools

Chippewa-Cree Cultural Competency for Educators

A basic guide for educators to become culturally-responsive to student learning in the classroom. The focus will be on building a cultural competency among educators through an awareness of Chippewa-Cree identity. Educators will be given strategies on how to become more responsive to student and family needs. They will also develop an awareness of Chippewa-Cree culture and understand the impact culture has on the present day classroom. Educators will recognize and identify the importance of incorporating traditional Native American lessons.

Session Five

Kim Spurzem, Director of Programs, EmpowerMT

Strengthening Cross-Cultural Communication

This interactive and experiential workshop will: provide participants with an opportunity to identify their own cultural lenses and deepen their understanding of the lenses of others; provide a theoretical framework to understand systematic oppression and identify each individual's role in both perpetuating and interrupting oppression; engage participants in a teach and learn, working in small groups to identify challenges and successes implementing IEFA; provide participants with an opportunity to examine a developmental model of identity development; increase self-awareness and foster understanding by exploring messages internalized around race and racism; and develop skills to shift prejudicial attitudes, stop inappropriate behavior, and transform oppressive systems.

Session Six

Cindy Duffy, English Teacher Grades 10 and 12, Great Falls Public Schools

What Matters? Culture and Engagement, together!

Goals: Establish RELATIONSHIPS between culture and engagement in learning to use culture and arts-based inquiry to expand active engagement for improving overall learning purpose and understanding. Investigate the presence and meaning of one's own culture and those around oneself in the classroom, school, community, nation, and global

presence within technology, for creating transference from classroom to real world. Validate personal explorations for personal Self-Advocacy and conscious Citizenship beyond high school.

Social Studies Strand – CLARK ROOM

Monday and Tuesday Sessions One – Six

Session One

Shannon Boyer, 2nd Grade Teacher, West Elementary, Great Falls Public Schools

Essential Understandings in Action

Can a second grader really learn about federal Indian policy? Yes! Can students really begin to notice and deconstruct American Indian imagery and its impact on society? Yes! In this workshop, we dig deeper into the seven Essential Understandings Regarding Montana Indians and examine the guiding framework for IEFA implementation in the classroom. Participants will see how teachers are able to authentically infuse Native American history, culture, and contemporary issues into their curriculum.

Session Two

Brittany Terese Fasy, Assistant Professor, Montana State University, GSoC
Roger Fischer, Faculty, Montana State University

Roger Fischer Conway's Game of Life and the Buffalo Population

Technology and computer science are becoming more and more an integral part of society. Research has shown that an early introduction to the necessary skills (computational thinking, mathematics, programming) has a huge impact on whether or not students have an interest in studying computer science. In this presentation, we introduce a new lesson plan that fits into the IEFA objectives for Grade 6. In this lesson plan, students will learn about Conway's game of life and how it relates to the bison population in Montana. The students will learn about history, probability, and computer programming.

Session Three

Christine Stanton, Assistant Professor of Social Studies Education, Montana State University

Culturally Revitalizing Storywork

The Digital Storywork project partners Montana State University students and faculty with Indigenous community members, tribal college students and faculty, grades 6-12 faculty and staff, and Indigenous youth to create culturally revitalizing audiovisual stories. Through collaborative documentary filmmaking, teams learn about cultural protocol, tribal and individual histories, and the oral tradition. In particular, the project engages Indigenous community members as decision-makers throughout the social science inquiry and historical research processes. Resulting films provide Indigenous narratives often excluded from typical curricular resources. Furthermore, by emphasizing collaboration and community guidance, the Storywork process validates Indigenous ways of knowing within educational contexts.

Session Four

Brian Dues, Reading Specialist Grades 6-8, North Middle School, Great Falls Public Schools

Technology and Native Literature in Social Studies

The presentation highlights the use of multiple content areas to teach a specific concept. The lesson uses Native American literature and technology to teach the geographic concept of the Five Themes of Geography. This is a concept that can be taught without the infusion of the IEFA Essential Understandings, but is enhanced by the addition of the cultural element. Teachers will learn how to incorporate technology and IEFA literature in order to analyze a specific geographic theme.

Session Five

Tom Smith, Lewis and Clark National Historic Trail Education Specialist, National Park Service

Shane Doyle, Educational Consultant, Native Nexus

Rose Honey, Educational Researcher, Evaluator, and Curriculum Designer, University of Montana

Honoring Tribal Legacies: Native Perspectives

What roles did American Indian tribes play in the Lewis and Clark Expedition? What elements of Native American culture, language, and geography play a part in our lives today? How can you incorporate these concepts into your classroom? The Honoring Tribal Legacies (HTL) curricula guide teachers and students in exploring Native voices to help tell that story. You can teach it in your classroom today. Rooted in research-based teaching strategies, HTL is a series of curricula developed by the National Park Service, The University of Oregon, and curriculum designers from across Indian Country.

Session Six

Carla Arnott, Social Studies Teacher Grades 7-8, East Middle School, Great Falls

Native Americans and the Mascot Debate

Washington Redskins, Akron East Orientals, Cleveland Indians, Coachella Valley Arabs, Pekin Chinks, Freeburg Midgets, and Northern Colorado's intramural squad, the 'Fightin' Whites; mascots are a hot topic of debate in the United States today. Are these mascots honorable or harmful? Do such mascots perpetuate inaccurate depictions of Native Americans as well as other ethnic groups? In this session, participants will engage in activities geared toward approaching this topic and gain classroom ideas and lesson resources that are inclusive and responsive to today's student.

IEFA Infusion/Cross-Curricular Strand – LEWIS ROOM

Monday and Tuesday Sessions One – Six

Session One

Tammy Osentowski, 6th Grade Teacher, Great Falls Public Schools

The Trial of Christopher Columbus and His Crew

When asked what students know about Christopher Columbus, every year I am told he discovered America in 1492. I decided it was time students learned the TRUE story of Columbus. On Columbus Day the classroom in turned into a court of law. As students enter the room, I tell them, "Order in the court." Throughout the lesson we role play Columbus, the King

and Queen of Spain, the Tainos Indians, and jurors. Students learn the true story about that historic date of 1492 and the atrocities Columbus committed including murder, genocide, and theft.

Session Two

Lisa Frank, Spanish Teacher Grades 7-8, Great Falls Public Schools

U.S. Migration - Experiencing the loss of home

Be immersed in a language that's not your own and see a life much different than yours. Teachers will recognize similarities between our past and present surrounding the loss of identity and home – whether it is an American Indian or a migrant worker. "In some countries, children pick crops for 14 hours a day. The United States is one of those countries."- The Harvest/La Cosecha Romano's documentary The Harvest examines US children torn from their homes. A comparison is in the book, Shi-Shi-etko, a child leaves her family to harvest a new beginning in a residential school.

Session Three

Kathi Hoyt, Librarian Castle Rock Middle School Grades 6-8,
Billings Public Schools

Ruth Ferris, Librarian Washington Elementary Grades K-5,
Billings Public Schools

Cultural Understanding, IEFA and Map Activities

Learn to seamlessly implement IEFA into the classroom with two powerful strategies using maps. The focus will be on creating "hands on" learning of the geographical changes to Montana reservations and how that impacts Montana Native populations. Activity one packs a powerful punch as participants experience the visual changes to the reservations. They will see the changes from the perspective of the past as well as the present. The second activity examines culture, perspective, and voice through the use of maps and poetry. Both activities will help students understand how the past shapes the future.

Session Four

Ruth Ferris, Librarian Washington Elementary Grades K-5, Billings Public Schools

Then and Now: An Experiential Approach to Education

What does IEFA look like outside the classroom walls? How does the past influence contemporary Native culture? Come learn how we used an experiential approach to broaden educators' views of what IEFA looks like beyond the classroom. This year educators attended the Indian Relay Races, Chief Plenty Coup State Park, and Little Big Horn College Library and Archives. There are two more workshops in the series: Postcards from the Past and MSU-Billings Pow Wow. These Saturday workshops were combined with three evening sessions that focused on Best Practices curriculum available through Montana's OPI Indian Education Division.

Session Five

Brenda Johnston, English Teacher, Browning High School

JoAnne Grandstaff, Reading Specialist, Browning High School

Holocaust Education and Indian Education for All

Both Indian Education for All and Holocaust Education involve asking our students to consider what it means to be human. Our students make minute-by-minute choices about how they treat the people around them. Learning about instances of injustice in the past can help students recognize they can choose to act as a perpetrator, bystander, or upstander. Drawing from Native literature and literature of the Holocaust, students can apply the Circle of Responsibility and the Pyramid of Hate to consider choices made by people in the past, and they apply these strategies to guide their own words and actions for the future.

Session Six

Doug Ruhman, Teacher Education Program, Salish Kootenai College

Connecting K-12 and Tribal Colleges with IEFA

This presentation will showcase effective strategies for networking with tribal colleges, both for student learning and for teacher professional development. Participants will learn about multiple successful projects that have involved K-12 students, classroom teachers, administrators,

tribal college students and their professors, and various tribal government departments in the implementation of IEFA in diverse school settings. Contact information, logistical tips and tools, and other materials will be provided.

Art Strand – GOVERNOR ROOM

Monday and Tuesday Sessions One – Six

Session One

Cindy Galbavy, Welding Teacher Grades 9-12, Helena High School

Metal Art Sculpting

This session will show ways to incorporate IEFA into welding and CTE. We will show you sculptures in our state that were created by Montana Native American artists. There will also be presented ideas of how to have students look at their heritage to help influence their art in CTE.

Session Two

Miranda Murray, Art Teacher Grades K-6, Great Falls Public Schools

Ledger Art in Your Classroom

Join us to learn about the history of Native American Ledger Art, its modern uses, contemporary artists, and leave with the resources to incorporate Ledger art into your own classroom. Investigate and complete a mini artwork and exchange ideas with fellow educators on the uses and connections you can make with your students. Leave with the resources and examples to seamlessly provide cross-curricular activity through incorporating Art, History, ELA, IEFA, and more. This presentation will address all seven Essential Understandings Regarding Montana Indians.

Session Three

Luke Mills, English Teacher Grades 7-8, Polson Middle School

Patti Mills, 5th Grade Teacher, Polson Middle School

Creature Creations and Ledger Art Journaling

After listening to or reading Native American stories from tribes

throughout Montana and North America, students choose a creature to research and share. Using geography, story origins, multiple research methods, writing, and art, students create creature stories that are compiled into a book that is shared and added to over each semester. These stories become a resource for future research. In the ledger art style of Thomas Blue Eagle, students document important events in their lives, through journaling and pictographic representations, similar to the historical documentations of events in tribal histories.

Session Four

Lucas Poe-Kiser, Instrumental Teacher Grades 5-6, Great Falls Public Schools

Holly Neibauer, Music Teacher Grades 5-6, Great Falls Public Schools

An American Indian in Disneyland

Disney is the world's second largest media company profiting from stories aimed primarily at children. With its mainstream presence, it is important to ask: is Disney breaking the mold of the stereotypical "Indian" for today's audience? Teachers will examine how the image of the American Indian developed over time (from the 1930s to present day) and how those ideals are reflected through Disney's music and animation. In addition, teachers will gain IEFA infusion ideas incorporating the content of the presentation into appropriate grade levels.

Session Five

Kim Quigley, Professional Developer Grades K-12, CSI: Creative Solutions for Instruction

Pictographs to Poetry

Exciting lessons begin with observing pictographs and petroglyphs from an anthropologist point of view. Students then incorporate a modern day poem from Birthright: Born to Poetry to interpret and create a pictograph from the poem. Next, students write their own poetry using this poem as a mentor text to reveal their own life. Students create their own pictograph and decide an artistic medium to share their pictograph with others (i.e. dance, acting, visual arts, or all three).

Session Six

Jack Gladstone Troubadour and Educator, Hawkstone Productions
Patti Bartlett, Math and Science Teacher Grades 7-8, Seeley Lake
Elementary School

CMR-CSI

Charles Marion Russell - Cultural Scene Investigation is a writing program based on Charlie Russell's works. We will look at several of Charlie's paintings, his themes, and his incorporation of sign talk within those paintings.

Science Strand – HELENA ROOM

Monday and Tuesday Sessions One – Six

Session One

Melody Small, Science Teacher Grades 10-12, Browning High School

Medicinal Plants

Create a tea garden to germinate indigenous plants that are used by elders to make teas. This would provide a central location to provide elders ingredients that were used to make medicines, remedies, and for ceremonial use. Many of the elders are not able to gather these things due to age, health, or because the locations of these plants are not within range. This would help promote a sense of community relationship between students and the elders within the Blackfeet Nation. Over time as we gather enough seedlings, students would be able to transfer the seedlings to elders so they might have a garden of their own.

Session Two

Carolyn Sevier, Director, Montana Audubon Center

From Content to Context: IEFA Outdoors

The Montana Audubon Center in Billings works with 50 classrooms in 20 local schools in a year-long field-based program. The program has three goals: 1) connect students with the benefits of outdoor-oriented education; 2) significantly integrate Indian education in both content and context; and 3) support teachers and students through alignment with

academic standards and industry best-practices. With 19 hours of contact time per student, the program uses a model of place-based education that recognizes place as including natural landscape and human culture, learning about both in the place that students call home.

Session Three

Patti Bartlett, Math and Science Teacher Grades 7-8, Seeley Lake Elementary School

Native Ways of Knowing and Physical Science

Put a little steam into your physical science classes! We will look at indigenous tools and their application to physical science along with incorporating art into your science classroom.

Session Four

Carolyn Pardini, 4th Grade Teacher, Pablo School

Place-based Education on the Flathead Indian Reservation

Join your friends and work to integrate art, natural history, and language while you explore the apps created by the CSKT and develop a creature native to the beautiful Mission Valley.

Session Five

Amy Williams, Special Education Teacher Grades 5-8, Polson Middle School

Interactive Gardening Experience-Using Native Crops

Foods Indigenous to North America - an interactive gardening experience for middle school students (and staff). For three years, we've been teaching middle school students to plant, grow, harvest, cook, and share foods that are not only healthy and delicious, but indigenous to North America. Historically these plants have been used or cultivated by Native American peoples, and due to trade, have influenced the world food supply. Teachers will learn about Polson's gardening journey, student and staff involvement - including an annual community feast, and gain some ideas into how they can improve their existing garden, or begin their own growing adventures.

Session Six

Greg Malloure, Yellowstone National Park Education Ranger, National Park Service

Yellowstone as Classroom

Yellowstone National Park is an excellent classroom for Indian education. Cultural history is more vibrant outdoors when rangers help classes explore how people have been drawn to Yellowstone for thousands of years to connect with thermal areas, wildlife, and obsidian. Natural and cultural resources intertwine to tell us stories about our past, inform who we are today, and shape how we may interact with the land tomorrow. Students can visit a wickiup, tipi ring, or tipi pole cache and handle tools made in traditional ways from obsidian, bison, and bighorn sheep. Rangers share lesson plans and can visit Montana classrooms.

K-12 Literature Connections – GALLERY ROOM

Monday Only Sessions One – Three

Anna Geary, Librarian Grades K-6, Valley View School, Great Falls Public Schools

Choosing Literature for Classrooms and IEFA

Assessing Literature through an IEFA Lens. Participants will examine how literature influences perception of Native American lives; past, present, and future. Participants will survey examples of literature for bias and stereotype using a quick ten-step checklist. We will delve into Essential Understandings 3 and 6: oral and written histories, traditional beliefs and spirituality in modern day life, and oral storytelling. Participants will leave with resources and practical ideas for integrating IEFA into everyday classroom lessons.

M. Lacy Watson, English Teacher Grades 10 and 12, Billings Senior High School, Billings Public Schools

Don Barcus, Home/School Coordinator, Billings Public Schools

Blood on Bear River, Learning without Walls

This presentation provides a roadmap for teachers who wish to implement place-based learning and writing in the historical context of the Bear River Massacre. It will be essential for those who teach or wish to teach Fools Crow or other historical texts based in Montana.

Donna L. Miller, Director, Teacher Training, Aaniiih Nakoda College

Building Bridges with Cultural Identity Literature

Educators facilitate achievement when they link home to school and infuse the curriculum with rich connections to students' cultural and linguistic backgrounds. When students see themselves represented in stories, they realize that they matter, that their experiences count. Story is a means of connection, of creating opportunities for voice, of preserving history and memory, and of engendering cultural pride. Cultural Identity Literature (CIL) is one vehicle not only for welcoming story but for building bridges. After examining the nine determinants of culture and hearing a rationale for using CIL, workshop participants will engage in a series of literary response activities.

DAPL: Current Event Strand – CAPITOL ROOM

Tuesday ONLY Sessions Four –Six

Session Four

Glenda McCarthy, IEFA Instructional Coach Grades 9-12, Billings Public Schools

DAPL: Historical Context of Activism

Participants will explore and respond to primary and secondary sources relating to American Indian activism, such as the Occupation of Alcatraz by Indians of All Tribes (1969-1971), AIM's Occupation of Wounded Knee (1973), and Idle No More (2012). In a workshop setting, we will share strategies for facilitating students' understanding of issues and activism often omitted from textbooks, or glossed over. This session provides some historical context for events in North Dakota between Standing Rock Lakota and other tribes against the Dakota Access Pipeline. People wishing to further explore these current events may choose to attend subsequent DAPL sessions.

Session Five

Melissa Horner, English Teacher Grades 9-12, Park City High School

DAPL: Reading the Word and the World in ELA

Using the Standing Rock Lakota's Dakota Access Pipeline nonviolent direct action as an example, this session explores how teachers can integrate current Native American movements into English Language Arts curricula to critique its Euro-centrism and primarily historical representations of present-day indigenous peoples. This presentation includes a firsthand account of the events at Standing Rock, and participants will leave with concrete ways to utilize Native American texts to unpack issues of tribal sovereignty and cultural (mis)understandings/divisions in order to create more inclusive ELA curriculum. People wishing to further explore DAPL can attend the preceding and subsequent DAPL designated sessions.

Session Six

Stephen Macartney, English Teacher Grades 9-12, Billings Public Schools

DAPL: Considering Opposing Viewpoints

In this lesson, I will introduce participants to ways they can incorporate IEFA texts and College Ready Writers Program strategies into their own classrooms. We will look at student samples of writing that were the end result of research, debate, and discussion around the Dakota Access Pipeline and protests at Standing Rock Reservation. If time allows, I will also show how an informal group debate can help students formulate arguments. People wishing to further explore DAPL can attend the two preceding DAPL designated sessions.

Upcoming 2017 Professional Development Opportunities

Montana Environmental Education Association Annual Conference

Date(s): March 9 – 10, 2017

Location: Helena, Great Northern Best Western Hotel

Cost: tbd - \$70 for Main Conference, \$50 for Professional Development

Sessions, check <https://www.montanaeea.org/> for updates

Contact: Lauren Rivers, email: laurenr@explorationworks.org,

phone: 440-478-4001

Conference and registration information available at:

<https://www.montanaeea.org/>

The Montana Environmental Education Association conference will be in Helena at the Great Northern Best Western Hotel. The focus this year will celebrate the power of hands-on lessons and place-based learning, with an aim to create meaningful experiences through sensory interactions with the environment. March 9 will feature several full-day professional development outings, including a snowshoe expedition to the Lincoln Sculpture Park and a curriculum training with Project Learning Tree and Project Wild. On Friday, March 10, join us for concurrent sessions on topics that include deep learning through discussion, hands-on instructional models and classroom-ready lessons for your teaching toolkit. The keynote address will be delivered by Frank Finley, M.Ed and Salish-Pend d'Oreille tribal member.

Academic Language Development Institute

Date: April 18, 2017 (the day before the Title I Conference), 9-4pm

Location: Helena, Radisson Colonial Hotel

Cost: No cost to attend

Contact: email Joan Franke to register at jfranke@mt.gov

Participants will deepen their understandings of Academic Language Development Teams through a framework from the collaboration between the Indian Education Division and English Language Learner staff at Great Falls Public Schools. Participants will reflect and create pathways to utilize local resources and supports for their school needs.

Montana Indian Education Association Annual Conference

Date(s): April 19 –22, 2017

Location: Missoula, Holiday Inn Downtown

Cost: \$250 (for early registration)

Contact: www.mtiea.org

The Montana Indian Education Association is hosting their 36th Annual Conference in Missoula in conjunction with the Kyi-Yo Powwow at U of M. The conference theme is “Counting Coups through Education”.

Indian Education for All Advocacy Institute

Date(s): June 12 – 13, 2017

Location: Fairmont, MT, Fairmont Hot Springs Resort

Cost: Invitation only

Contact: Jennifer Stadum, email: jstadum@mt.gov, phone: 406-444-0725

The Montana Office of Public Instruction Indian Education Division is delighted to honor exceptional work in Indian Education at beautiful Fairmont Hot Springs on Monday and Tuesday, June 12 and 13, 2017! We will provide a format for educators to share their successes and help us continue to grow and sustain Indian Education for All across Montana. We will feature presentations from our 2017 Advocacy Award Winners: Marcia Beaumont and Carolyn Pardini. To find out more about the invitational process call us!

Writing Strategies K-2 and 3-5

Date(s): June 21, 2017

Location: MBI Conference, Bozeman

Cost: Cost of MBI Conference Registration

Contact: Christy Mock-Stutz, email: cmock-stutz@mt.gov,
phone: 406-444-0736

These interactive sessions at the MBI Summer Institute will provide an in-depth look at the Montana Core Standards for writing and how to thoughtfully and effectively integrate them into the classroom. Teachers will learn strategies to immediately implement in their classrooms and ways to assess student writing efficiently and productively.

Elk River Writing Project Invitational Leadership Institute

Date(s): Blended delivery – Online/On campus June 12 – August 14, 2017

On campus: MSUB, June 12 – June 23, 9:00 a.m. – 4:30 p.m. daily

Online: June 26 - August 11, ~3 hours per week

On campus: MSUB, August 14, 9:00 a.m. – 6:15 p.m.

Location: Montana State University Billings and Online

Cost: \$285

Contact: Glenda McCarthy, email: elkriverwriting@gmail.com,
phone: 406-839-0070

Elk River Writing Project's Invitational Leadership Institute offers 7 graduate credits to participants in a writing and teaching intensive course that blends place-based education, best literacy practices, Common Core, multicultural education and Indian Education for All. All curricular areas, teaching levels and disciplines are encouraged to apply.

Worlds Apart But Not Strangers: Holocaust Education and Indian Education for All

Date(s): July 16 – 22, 2017

Location: MSU-B, Billings, MT

Cost: participants pay only for their housing (dorms available) and a few meals. 3 graduate credits offered for \$135 total.

Contact: Wendy Warren, email: wendyzwarren@yahoo.com,
phone: 859-237-4069

Worlds Apart But Not Strangers: Holocaust Education and IEFA is a seminar for educators, grades 4-college professors. This year, it will be held in Billings, Montana, site of the founding of the national organization Not in Our Town, as Billings' citizens responded to protect members of the Jewish and Native community from acts of hate. This inquiry-based seminar actively involves participants in classroom and field experiences, inspiring educators to create plans to take into their own classrooms, schools and communities.

Montana Teacher Leaders in the Arts 2017-18 Summer Institute

Date(s): July 31 – August 9, 2017

Location: Salish Kootenai College, Pablo, MT

Cost: Teachers only pay housing, dorm housing available for a fair price, graduate credits available for an extra cost as well.

Contact: Christy Mock-Stutz, email: cmock-stutz@mt.gov,

phone: 406-444-0736

The Montana Office of Public Instruction and the Montana Arts Council are now recruiting educators across Montana for the third year of Montana Teacher Leaders in the Arts. Through this innovative program, MAC and the OPI seek to develop teacher leaders who can support other teachers statewide in integrating the arts into their classrooms. The program includes an on-site summer institute on arts learning, July 3 – August 9, 2017 at Salish Kootenai College, online professional learning opportunities throughout the school year, and support for a field project in the arts in the teacher leader's school or region.

Investigating Historic Fort Benton

Date(s): August 7 – 10, 2017, 8:30 a.m. – 5:00 p.m. daily

Location: Fort Benton, MT

Cost: \$225, curriculum guide and all workshop materials included – renewal units and graduate credits available for an additional charge

Contact: Crystal Alegria, email: calegria@montana.edu

Join us for a trip back in time to historic Fort Benton. You will investigate the history of this unique place using primary documents including letters, maps, and historic photographs. Take the "Project Archaeology: Investigating Shelter" curriculum back to your classroom to fulfill Common Core State Standards, while your students discover historical inquiry through engaging hands-on activities. You will receive full instruction in the curriculum guide, Project Archaeology: Investigating Shelter.

*Registration deadline is July 13 or when course is full.

For more information:

https://projectarchaeology.org/ai1ec_event/montana-project-archaeology-workshop?instance_id=598

Investigating Garnet Ghost town

Date(s): September 9, 2017, 9 a.m. – 4 p.m.

Location: Garnet, MT

Cost: \$135, curriculum guide, lunch and all workshop materials included – renewal units and graduate credits available for additional charge

Contact: Bekah Schields, email: rebekah.schields@montana.edu

Join us for an exciting trip back in time to the historic town of Garnet. You will investigate the history of this unique ghost town using primary documents including census records, maps and historic photographs. Use the curriculum in your classroom to fulfill Common Core State Standards, while your students discover historical inquiry through engaging hands-on activities. You will receive full instruction in the curriculum guide *Investigating Garnet; A Historic Mining Town*.

* Registration deadline is September 2 or when course is full.

For more information:

https://projectarchaeology.org/ai1ec_event/investigating-garnet-ghost-town-professional-development-workshop?instance_id=601

Constitution of Montana -- Article X -- EDUCATION AND PUBLIC LANDS

Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state. (2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity. (3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

MCA 20-1-501 (Indian Education for All)

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage. (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution: (a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and (b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments. (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.



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